

Quality Improvement Plan template

Revised National Quality Standard
commencing 1 February 2018, reviewed July 2018

Updated September
2017



Australian Children's
Education & Care
Quality Authority

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
Rendelsham Kindergarten		SE-00010833	
Primary contacts at service			
Jennifer Smibert			
Paula Tunkin			
Physical location of service		Physical location contact details	
Street	Nilsson Street	Telephone	0887354237
Suburb	Rendelsham	Mobile	
State/territory	SA	Fax	0887 354275
Postcode	5280	Email	Jennifer.Smibert972@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Hayes Executive Director, Statewide Services and Child Development Statewide Services and Child Development Division	Name	Jennifer Smibert
Telephone	08 8226 3463	Telephone	0887354237
Mobile	0437719134	Mobile	0408700360 (Personal)
Fax	08 8226 0159	Fax	
Email		Email	Jennifer.Smibert972@schools.sa.edu.au
Suburb	Adelaide, South Australia 5001	Postcode	5280

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time		8:15		8:15			
Closing time		15:45		15:45			

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.
We operate During South Australian School Terms

How are the children grouped at your service?
3 year old kindy (unfunded) and 4 year old sessional kindy (funded universal access)all in one group.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Cheryl Smith, Nominated Supervisor')
Jennifer Smibert Nominated Supervisor

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.
No. of educators:

RENDELSHAM KINDERGARTEN PHILOSOPHY

The Rendelsham Kindergarten community (educators/families) believe that building upon individual children's experiences and prior knowledge provides the best foundation for learning in early childhood.

We want children to have fun

- Feel secure and build trust and confidence in themselves and others
- Gain an enjoyment and zest for lifelong learning and living that they will carry with them on through to school and for the rest of their lives
- Develop independence – a sense of responsibility and above all, a healthy and strong well being

We provide children and families with a caring and friendly environment that builds trusting relationships for all and encourages a sense of belonging to promote learning through-

- Sharing with and caring for each other
- Social interactions
- Understanding and respecting others
- Opportunities to safely take risks
- Make mistakes while learning and have another go
- Opportunities for challenges, exciting and stimulating experiences that make children think, question, explore and discover as they develop new skills
- Opportunities to develop a love of stories, books, music, language, maths and the world in which they live
- Learning experiences that acknowledge children's individual needs and strengths which extend, stretch and help them to grow
- Opportunities for children to develop self-discipline and independence to enjoy cooperation with others and to develop friendships
- Opportunities to be active, time to be reflective and share their thoughts
- Acceptance and encouragement of children's creative efforts, persistence and independence in doing things for themselves

Above all, we acknowledge children as unique individuals who are valued in their own right and have opportunities for learning which help them develop into happy, healthy, well balanced individuals.

[How we do this at Rendelsham Kindergarten](#)

Educators build children's learning in the principles of the Early Years Learning Framework (EYLF) curriculum document '*Belonging, Being, Becoming*'.

The EYLF delivers high expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the Five Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are essential to a sense of belonging.

Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and difficulties, and encountering challenges in everyday life. Children's identities, knowledge, understandings, capacities, skills and relationships develop during childhood.

Becoming reflects these processes of rapid and significant change which occur in the early years as young children learn and grow.

Educators believe in a holistic (whole child) approach to learning. We encourage children to wonder about their world and to satisfy their natural curiosity. In our play based and inquiry led learning environment, educators take time to listen to children and document the learning. Educators reflect on children's interests and growth using these understandings to individually plan facilitating rather than directing the learning journey.

Play provides opportunities for children to learn, as they discover, create, improvise and imagine. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. (EYLF)

Children will be actively engaged in their learning and this enables them to develop greater self-awareness and understanding of the world in which they live. Many natural and wonderful resources are available to the children. These offer thinking, wonder and provoke ideas to help our children communicate their thoughts and knowledge with others. By following children's interests in their learning we will help to create confident, independent learners who are able to work happily and comfortably in a group. Children are encouraged to think independently, to embrace new challenges, to work collaboratively, to build new friendships and to celebrate their successes.

We believe children need opportunities to grow their learning through the development of their learning dispositions. To improve these skills, we support each child to be a communicator, curious, confident, resourceful, co operative, purposeful and persistent.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

Quality Area 1: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.3	section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)
1.1.1	section 168(1)(a)-(b)	Program designed for each child
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	section 168(1)(c)-(d)	Program designed for each child
1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2	regulation 73	Educational program
1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
1.3.1, 1.3.3	regulation 75	Information about the educational program to be kept available
1.3.3	regulation 76	Information about educational program to be given to parents
1.3.3	regulation 111	Administrative Space
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 155	Interactions with children
1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.2	regulation 156	Relationships in groups



Standard/element	National Law (section) and National Regulations (regulation)	
1.3.1	regulation 177(1)(a)	Prescribed enrolment and other documents to be kept by approved provider – the documentation of child assessments or evaluations for delivery of the educational program
1.3.1	regulation 178(1)(a)	Prescribed enrolment and other documents to be kept by family day care educator – the documentation of child assessments or evaluations for delivery of the educational program
1.1.1	Regulation 254	Declared approved learning frameworks
1.3.1, 1.3.3	regulation 274A NSW	Programs for children over preschool age
1.3.1, 1.3.3	regulation 289A NT	Programs for children over preschool age
1.3.1, 1.3.3	regulation 298A Qld	Programs for children over preschool age

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Educational Program and Practice

- **Approved Learning Framework** Early Years Learning Framework forms the basis of our program supporting whole child development and growth
- A strong play based program provokes multiple learning opportunities for every child, individual plans are strengths based and educators plan through reflection and review process to be responsive and intentional in their teaching.
- **Child Centred** Children's learning dispositions are acknowledged, understood and developed - supporting them to become powerful learners. Children's own knowledge, strengths, interests, experiences, culture and abilities are appreciated in daily interactions, relationship building and evidenced in individual learning plans.
- **Critical Reflection** program is informed by educators daily collaborative critical reflection/review processes which support the planning cycle and foster responsive teaching- educators are enabled to be purposeful and deliberate in their decisions and actions.
- **Program learning opportunities** are wide, varied and are arranged in ways to maximise opportunities for children's learning. Maintaining children's engagement in learning experiences and following their own interests/learning across the program is a priority for educators.
- **Intentional Teaching** Educators are thoughtful and deliberate in their actions and endeavour to make children's learning purposeful eg expanding their learning through inquiry.
- **Assessment and Planning Cycle** Educators work collaboratively to ensure each child's learning and growth is monitored and evaluated as part of an ongoing cycle. Educators daily reflection and review conversations, documentation, fortnightly analysis and planning time ensure the educator team maintain current understandings of each child and are appropriately responsive to children's learning.
- **Responsive Teaching** Children's individual learning programs, learning stories, anecdotes, observations, evaluations support growth in their learning and impact our individual/group intentional teaching practice and valuable incidental and unplanned (flexible) learning opportunities.
- **Child Directed Learning** Each child's agency is promoted in our open play based learning environment which enables children to independently resource their own learning indoors and out. We encourage/support inquiry and plan responsive intentional learning experiences related to individual children's curiosity and interests and the group.
- **Information for families** Families - are recognised as the child's first educator, the sharing of information positively supports children's progress and growth. Learning programme and planning documentation is visible and evidenced in children's learning folders, program boards, newsletters. Sound intervention and support available - through referrals, reviews, health professional access/educators/community support for families. Informed families - Children's Learning Folders, display boards, Statement of Learning Reports, QIP, Annual Report, Governing Council Reports, interview opportunities , conversations, newsletters
- Daily routines- evident and displayed are flexible to maximise learning opportunities throughout the day- allowing time for long periods of uninterrupted play where children can explore, wonder, question, investigate and challenge themselves
- Community connections - shared learning experiences and community events with Rendelsham Primary School and local community promote relationships and influence our Early Childhood presence.
- Transition program - throughout the year between kindy and school, Associated Occasional Care /Three Year Old Program and playgroup cohorts enable opportunities for building strong, ongoing connected relationships, curriculum networks between educators, children/ families.
- Kindergarten environment is (generally) calm and nurturing, children are able to experience choice and influence their own authentic learning and decision making with peers and educators. Inquiry and research are increasingly a significant element in our learning culture both educators and children alike are embracing wonder, open ended questions and encourage children in go deeper with their learning.



Key improvements sought for Quality Area 1

Improvement Plan To increase the number of quality interactions between educators and children and grow children's learning through;

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
	1.1.2. Child Centred	That children's 'Learning Dispositions' are respected as foundation of the program. Whole development is targeted/monitored by encouragement of effective questioning encouraging curiosity.	M	Educators encourage/utilise children's individual 'Learning Dispositions' across the program to maximise growth in learning. Educators questioning/wonderings will support children's own thinking/ learning.	Learning Dispositions, in action, as children learn are visible and documented/analysed included in site planning cycle. Educators updated planning processes / documentation are operational.		Scrub Kindy Effective Questioning Cluster Group participation. Jenny. Educators planning from P.S. Lit and Num Indicators LDAM training.
	1.2.3. Child directed learning	Children's own choice in their learning is evident.. Growth in ability/skills through individual research and inquiry - communication, numeracy and ensuring wellbeing.	M	Inquiry question: Will improved children's agency trigger a greater interest and motivation? Encourage children to stretch and challenge their own learning. RRR as additional tool in learning documentation	Educators ensure documented examples of authentic learning are apparent (Learning Folder / Children's individual plans) Educators regular reflective/review practice, interactions, inquiry, and wonderings evident - Learning Stories and anecdotes.		Scrub Kindy Planning from P.S.Lit and Num Indicator foundation.LDAM Asses. and Reporting Regular inclusion of childrens ideas and individual experiences in learning..
	1.3.2 Critical reflection influences 1.2.1. Intentional Teaching	Educators critical reflection and review will drive relevant program planning and improve implementation. Educators listen/ respond to children's communications to promote greater understanding of learning. Resulting in increased intentionality in teaching..	M	Inquiry question: Will educator's reflective practice grow opportunities for individual children's learning across the curriculum? Educators respond to ensure all children are able to experience multiple opportunities for quality Ed/Child interactions throughout the day.	All children will have wide opportunities to grow and develop their individual skill levels across the learning program. All children have multiple openings for quality interactions with educators to provoke learning and responsive intentional teaching Reflection /review processes drive individual learning improvement -planning/documentation.		Scrub Kindy EYLF is embedded and Pre School Lit and Num Indicators form the foundation of individual planning and intentional teaching .LDAM- Jane Lemon Paila /Jenny/ Billie.



Quality Area 2: Children's health and safety

Quality Area 2: Related sections of the National Law and National Regulations

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Quality Area 2: Standards and elements

Standard 2.1		Each child's health and physical activity is supported and promoted.
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2		Each child is protected.
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.





Standard/element	National Law (section) and National Regulations (regulation)	
2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3	section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)
2.2.3	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
2.2.1	section 165	Offence to inadequately supervise children
2.1.1	section 166	Offence to use inappropriate discipline
2.2.1	section 167	Offence relating to protection of children from harm and hazards
2.2.1	section 169	Offence relating to staffing arrangements
2.2.1	section 170	Offence relating to unauthorised persons on education and care service premises
2.2.1	section 171	Offence relating to direction to exclude inappropriate persons from education and care premises
2.2.1	section 189	Emergency removal of children
2.1.2, 2.1.3, 2.2.1	regulation 77	Health, hygiene and safe food practices
2.1.3, 2.2.1	regulation 78	Food and beverages
2.1.3, 2.2.1	regulation 79	Service providing food and beverages
2.1.3, 2.2.1	regulation 80	Weekly menu
2.1.1	regulation 81	Sleep and rest
2.2.1	regulation 82	Tobacco, drug and alcohol free environment
Standard/element	National Law (section) and National Regulations (regulation)	



Standard/element	National Law (section) and National Regulations (regulation)	
2.2.1	regulation 99	Children leaving the education and care premises
2.2.1	regulation 100	Risk assessment must be conducted before excursion
2.2.1	regulation 101	Conduct of risk assessment for excursion
2.2.1	regulation 102	Authorisation for excursions
2.1.2	regulation 136	First aid qualifications
2.2.1	regulation 161	Authorisations to be kept in enrolment record
2.1.2, 2.2.1	regulation 162	Health information to be kept in enrolment record, including the immunisation status of the child
2.2.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
2.2.2	regulation 161	Authorisations to be kept in enrolment record
2.2.2	regulation 162	health information to be kept in enrolment record
2.2.1	regulation 166	Children not to be alone with visitors
2.1.2, 2.1.3, 2.2.1, 2.2.2	regulation 168	Education and care service must have policies and procedures
2.1.1	regulation 168(2)(a)(v)	Education and care service must have policies and procedures in relation to sleep and rest for children



Standard/element	National Law (section) and National Regulations (regulation)	
2.1.2, 2.2.2, 2.2.3	regulation 177	Prescribed enrolment and other documents to be kept by approved provider
2.1.2, 2.2.2, 2.2.3	regulation 178	Prescribed enrolment and other documents to be kept by family day care educator
2.2.1	regulation 274 NSW	Swimming pools
2.2.1	regulation 344 Tasmania	Safety screening clearance – staff members
2.2.1	regulation 345 Tasmania	Swimming pool prohibition

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths

Children's Health and Safety

- **Well being and comfort** Each child's wellbeing and comfort is provided for and meets their own individual needs.
- Effective policies and processes are in place and regularly reviewed by Gov Council to manage children's health and safety.
- **Healthy Lifestyle** Healthy eating and physical activity are promoted and suitable for each child. We place strong importance on healthy eating choices for lunches and have a high involvement of families to cook healthy foods with children. Access to school oval support wide range of physical activity.
- **Health practices and procedures** Hand washing practices are explicitly taught and revisited regularly. Educators are highly aware of health and hygiene practices and support children to maintain standards.
- Infectious diseases are communicated (signs, emails, newsletter, 'Staying Healthy in Childcare' info) to all families preventing the spread of infectious illness.
- Children's individual health care plans (including allergy notifications) are documented (displayed when required) and stored in kitchen for ease of access.
- **Incident and Emergency Management** plans are updated annually (Bushfire Plan in conjunction with school). Termly drills scheduled (x2 with Rendelsham Primary School) and development of site Policies (eg Snake Policy) with children to ensure relevance. Minor incidents are documented in site 'file' stored in kitchen.
- **Child Protection** awareness by educators is high level – updates/training are all current. Educators promote Child Protection Curriculum for children.
DECD Compliance relevant current Police Check records- RAN Training/ Child Protection Curriculum , First Aid, IRMS, Incident Management continuous development and review of policies (GC Agenda) - 'Hot Weather Policy' 'Snake Policy'
- **Supervision** Our purpose built centre on DECD school site assists to protect children from harm and x2 educators on site ensure adequate supervision indoors and out at all times. 'Yard safety checks' each morning are signed off on sign in sheet. WHS bi annual check of site, regular maintenance procedures all recorded in Business Manager.

[Summa



Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fir for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.



Quality Area 3: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1,3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision
Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues

Standard/element	National Law (section) and National Regulations (regulation)	
3.2.3	section 168	Offence relating to required programs
3.2.3	regulation 73(2)(b)	Educational program is to contribute to the outcome that each child will be connected with and contribute to his or her world
3.1.1, 3.1.2	regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
3.1.1	regulation 104	Fencing and security
3.2.1, 3.2.2	regulation 105	Furniture, materials and equipment
3.1.1, 3.1.2	regulation 106	Laundry and hygiene facilities
3.1.1	regulation 107	Space requirements—indoor
3.1.1	regulation 108	Space requirements—outdoor space
3.1.1,3.1.2, 3.2.1	regulation 109	Toilet and hygiene facilities
3.1.1	regulation 110	Ventilation and natural light
3.1.1	regulation 111	Administrative space
3.1.1, 3.1.2	regulation 112	Nappy change facilities
3.1.1, 3.2.1, 3.2.2	regulation 113	Outdoor space—natural environment
3.1.1	regulation 114	Outdoor space—shade
3.1.1	regulation 115	Premises designed to facilitate supervision
Standard/element	National Law (section) and National Regulations (regulation)	
3.1.1, 3.1.2	regulation 116	Assessments of family day care residences and approved family day care venues



Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths

Physical Environment

- **Fit for Purpose** Purpose built centre, recently refurbished and very well maintained
- Indoor environment calm and inviting and outdoors children are able to discover a natural interesting, exploratory, wondering world.
- **Inclusive environment** culturally appropriate play areas, a new shaded sandpit, platforms, cubbyhouse, trees, a large bark area for creating challenging physical activities and a 'wild area' with its own river and bridge
- Child friendly -supporting children to independently engage in quality learning experiences across our learning environment to promote collaborative learning, children's agency and independence, investigation, exploration, shared thinking and continuity. It is accessible and receptive to interests and abilities of the children
- Easy access to large school oval, new and developing playground and spaces through a connecting internal gate
- small vegetable garden and developing fruit orchard
- indoor learning areas 'redesigned' regularly adding interest and create/encourage children's new learning from fresh and new perspectives.
- **Resources support play based learning** almost all learning resources are accessible to children across the learning environment, the use of natural materials is encouraged but not exclusive in children's natural wider environment (context).
- **Upkeep** Our site is well maintained as educators and grounds person are vigilant, repairs are completed quickly and families are happy to help out as regular volunteers with small maintenance/repair jobs.
- **Environmentally responsible** Vege garden, fruit crops, waste/compost sorting and planned water catchment from sand pit roof to be used for our garden watering, each support a sound awareness for children of the environment and maintaining it responsibly.

Key improvements sought for Quality Area 3

Improvement plan

Standard / element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.3. Environmentally responsible	Garden/sandpit water management	To be self sufficient in water use outside.	M	Progress the 2017 idea to buy a rainwater tank with catchment off our sandpit roof	Rainwater tank installed, plumbed and in use for children	End of Term 2	A range of unplanned building/grounds maintenance has impacted in first half of year. Delayed
3.1.2. Upkeep	Replacement and repair to some of our extensive decking in outdoor area -bridge and boat areas. Southern facing wooden fascia needs replacing & subsequent repainting.	To have well maintained wood on our decks Replacement of wood fascias on Southern side of building repaired	H	Do detailed inspection and involve local Facilities Manager to support achievement -G.C. and educators. Obtain quotes -with support of additional funding (already applied for - Peter Seebohm (F.M.)	Repairs complete Replacement complete.	End Term 1	Planned improvements currently being actioned - garden replant, pruning, replacement rope around boat, kitchen clean, Wood deck replacement delayed. Building repairs -rotting timbers on Southern side and painting building -finance approved Peter S actioning..
3.2.3. Environmentally responsible	Recycle awareness	Children have increased understanding of their local environment and recycle processes.	H	By implementing weekly 'bush/scrub' kindy program during winter terms. Asking questions and wondering.	The program enables every child opportunities to experience learning in a natural setting. Children proficient when using 'kindy' rubbish and recycling processes..	End Term 2	Children notice small amounts of rubbish in scrub, collect it on scrub days to be disposed of disposal in bins. Enjoy recycling their own boxes and items in making- aware.
3.2.2. Resources support play based learning	Need for additional resources to support creative play based learning.	Learning resource purchases will include quality, long life classic creative, multiple use items	M	Discuss with G.C., budget for items and link with fundraising funds	New items will be added to current collection and in use as resources for children. for children.		A wide range of resources purchased in T1 for use in Kindy to support the learning program.

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Quality Area 4: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	section 161	Offence to operate education and care service without nominated supervisor
4.1.1	section 162	Offence to operate education and care service unless responsible person is present
4.1.1	section 163	Offence relating to appointment or engagement of family day care coordinators
4.1.1	section 164A	Offence relating to the education and care of children by family day care service
4.1.1	section 169	Offence relating to staffing arrangements
4.1.1	regulations 119–120	Age and supervision requirements
4.2.2	regulation 117A-117C	Minimum requirements for a person in day-to-day charge, nominated supervisor and family day care educator
4.1.1, 4.1.2	regulations 121–124	Minimum number of educators required
4.1.1	regulations 125–128	Educational qualifications for educators
4.1.1, 4.1.2	regulations 129–135	Requirements for educators who are early childhood teachers
4.1	regulation 136	First aid qualifications
4.1.1	regulations 137–143	Approval and determination of qualifications
4.1.1, 4.1.2	regulation 144	Family day care educator assistant
4.1.1	regulations 145–152	Staff and educator records—centre-based services

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulation 153	Register of family day care educators
4.1.1	regulation 154	Record of staff, family day care coordinators and family day care educator assistants
4.1.1, 4.1.2, 4.2.1, 4.2.2	regulation 168(2)(i)	Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
4.2.1	regulation 169(2)(d)	Additional policies and procedures in relation to monitoring, support and supervision of family day care educators (family day care service)
4.2.1	regulation 169(2)(g)	Additional policies and procedures in relation to the provision of information, assistance and training to family day care educators (family day care service)
4.1.1	regulation 239	Centre-based service offering a preschool program in a composite class in a school
4.1.1	regulation 239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
4.1.1	regulation 240	Qualifications for educators (centre-based service)
4.1.1	regulation 241	Persons taken to hold an approved early childhood teaching qualification
4.1.1	regulation 242	Persons taken to be early childhood teachers
4.1.1	regulation 243	Persons taken to hold an approved diploma level education and care qualification
4.1.1	regulation 243A	Persons taken to hold an approved diploma level education and care qualification for regulation 128 in Queensland
4.1.1	regulation 244	Persons taken to hold an approved certificate III level education and care qualification
4.1.1	regulations 260-262 ACT	Children over preschool age – minimum number of educators and qualifications required

Standard/element	National Law (section) and National Regulations (regulation)	
4.1.1	regulations 266-267 ACT	Transitional provisions – staffing arrangements (centre-based services)
4.1.1	regulations 271-272 NSW	Minimum number of educators and qualifications and training required
4.1.1	regulation 278 NSW	Qualifications for primary contact staff members-saving
4.1.1	regulation 290 NT	General qualification requirements for educators – children over preschool age
4.1.1	Regulation 294 NT	Early childhood teacher – 60 or more children
4.1.1	regulation 385 ACT	Resignation of early childhood teacher

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths

Staffing Arrangements

During our self-review process we identified and agreed

- **Organisation of educators** Rendelsham Kindergarten is a DECD site and is required to meet to DECD provisions in relation to staffing which meets legislative requirements. This ensures children have appropriate levels of staffing to meet children's needs.
- **Continuity of Educators** Educators enjoy a strong team approach and collaborate in the sharing of roles and decision making. Educators demonstrate mutual respect and agreed approaches (as per policies, direction) to their work. The educator team has developed strong, positive connections over 7 years. This assists the team, families and children to feel secure and trusting about our environment.
- **Professional collaboration** In 2018 there is change approaching. In the near future there will be a retirement, an ECW qualifying as a Teacher and uncertainty around the future viability of our service as a whole in it's current form. Educators are aware of this and together with regional staff and Governing Council are working towards a smooth transition for all stakeholders. Educators have secure and respectful relationships with each other, with Rendelsham Primary School staff and line managers.
- **Professional Standards** Both educators have Professional Development Plans in place focussing on learning outcomes (accountable to line managers). Professional Standards guide practice, interactions and relationships. Educators and the community have high expectations for roles and equity. Educators wellbeing and psychological health are vital – staff naturally support each other and understand their roles in our team. Improving educator and child learning outcomes and personal goals
- DECD compliance and training records are current and on file in centre.

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Area 5: Standards and elements

Standard 5.1		
Respectful and equitable relationships are maintained with each child.		
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2		
Each child is supported to build and maintain sensitive and responsive relationships.		
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 5: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
5.1.2, 5.2.2	section 166	Offence to use inappropriate discipline
5.1.1, 5.2.1, 5.2.2	regulation 73	Educational program
5.2.1, 5.2.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 155	Interactions with children
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 156	Relationships in groups
5.1.1, 5.1.2, 5.2.1, 5.2.2	regulation 168(2)(j)	Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths

Relationships with children.

Our self-review processes identified that our major strengths remain in QA5 – our relationships with children.

- **Positive child educator interactions** respectful, reciprocal and responsive relationships are visible daily. Our centre context (small size) and high educator / child ratios enable time for valuable 1:1 quality interactions with every child. Time, every day, for staff to positively engage with individual children. Educators high level knowledge of each child, their family and their world stimulates conversations and supports the building of trust. Educators work with children to develop concepts and meaning for caring, being kind, being a good friend, sharing and emotions. Asking open ended inquiry questions encourages meaningful conversations and grows children's understandings.
- **Dignity and rights of the child** respect and caring for each other is a high priority in our service and is an embedded part of our culture. A closeness in the cohort develops and is evidenced by children's high level knowledge and respect for each other. Educators model respect for every child and their own uniqueness.
- **Collaborative learning** educators encourage children to work collaboratively and help each other -not always to be seeking adult help. Educators encourage/support children to critically think and problem solve themselves. Opportunities for collaborative learning experiences as a whole group and working with friends.
- **Self regulation** is strongly encouraged and supported by our emphasis on children's awareness of independence and developing their agency. This guides children's own behaviour and influence within the group. Educators frequently role model, have conversations and wonder with children about perspectives - how things might be done differently to achieve positive outcomes. Our children usually demonstrate appropriate responses to their peers behaviour by listening, talking, looking, being assertive, wondering, laughing etc; children will generally seek support from their friends/educators as needed
- children and families are greeted by name on arrival and we ensure routines and transitions are smooth allowing time

We believe our quality relationships are advantaged by; being a small service, having exceptional child/educator ratios, educators skill and community expectations. There is time to interact with each individual child, to build professional knowledge of their learning dispositions, understandings and whole selves. We have time to communicate with parents in a variety of ways and so have the privilege of high level knowledge in regard to each child's family, aspirations, their relationships and the contexts from which they come. These relationships between educators, children and families are generally 100% reciprocal. Our whole day Three Year Old program (Associated Programme) has been attended by 100% of children prior to 4 year old kindy so we work with all our children for up to 2+ years allowing time for extraordinary relationship building within our small cohort.

Key improvements sought for Quality Area 5

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.1.Positive educator to child interactions		Educator's awareness of their quality interactions with children are improved and respected as fundamental for children's learning.	H	Educators positive interactions with children are respectful valued, reflected on and reviewed in the planning cycle and improve children's learning. Documentation in Learning Folder - planning Learning Stories/anecdotes and demonstrated to families.	Children's growth is positively impacted through quality intentional teaching interactions with educators to support their learning.	July 2018	Children's Learning continues to be positively influenced by Educators quality interactions and conversations enabling children's own ideas and plans to be impleneted.

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community	Element 6.2.3	The service builds relationships and engages with its community.



engagement		
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Quality Area 6: Related sections of the National Law and National Regulation

Standard/element	National Law (section) and National Regulations (regulation)	
6.1.2	section 168	Offence relating to required programs
6.1.3	section 172	Offence to fail to display prescribed information
6.1.3, 6.2.1	section 175	Offence relating to requirement to keep enrolment and other documents
6.1.1, 6.1.3	regulation 31	Condition on service approval – quality improvement plan
6.1.1, 6.1.2, 6.2.2, 6.2.3	regulation 73	Educational programs
6.1.2	regulation 74	Documenting of child assessments or evaluations for delivery of educational program
6.1.3	regulation 75	Information about the educational program to be kept available
6.1.3, 6.2.2	regulation 76	Information about educational program to be given to parents
6.1.3	regulation 80	Weekly menu
6.1.1, 6.1.2, 6.1.3, 6.2.1	regulation 111	Administrative space (centre-based services)
6.1.2	regulation 155(e)	Interactions with children have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child
6.1.1	regulation 157	Access for parents
6.1.1, 6.1.2	regulation 160	Child enrolment records to be kept by approved provider and family day care educator
6.2.1	regulation 168(2)(j)	Education and care service must have policies and procedures in relation to interactions with children
6.1.1	regulation 168(2)(k)	Policies and procedures are required in relation to enrolment and orientation
Standard/element	National Law (section) and National Regulations (regulation)	
6.1.3	regulation 171	Policies and procedures to be kept available



Quality Improvement Plan for Quality Area 6

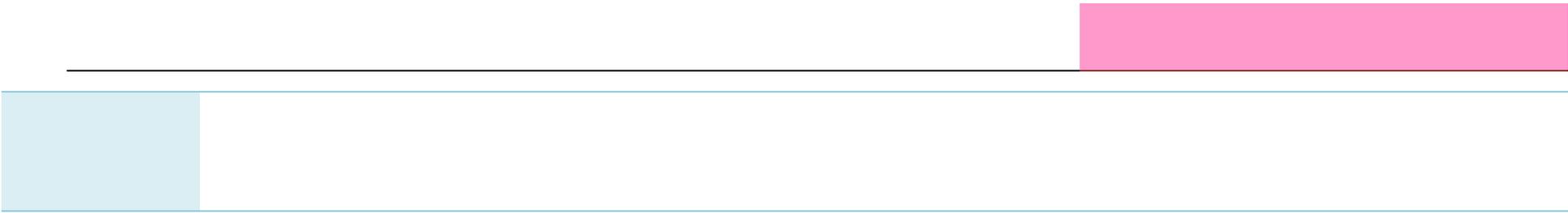
Summary of strengths for Quality Area 6

Strengths

Collaborative partnerships with families

Our educators review agreed our small rural site/setting, benefits and promotes the building of collaborative relationships and partnerships.

- **Engagement with the service** This mostly begins with families involvement in playgroup and grows further as they choose to access our full day 'Three year Old/Occ Care Program' which operates concurrently with 4 year old kindy. From the beginning, educators recognise that families are their child's first teacher and clarify this with them (and through a range of parent education openings). All families are encouraged to be involved in our service through its operations/the learning program/sharing/celebrations, excursions etc and in 2017 100% of families were involved in more than one way.
- **Parent views are respected** our (mostly) long term relationships with all families ensure educators build high levels of knowledge of children's family culture, values and beliefs. Families have multiple opportunities to share in decision making about their child's learning and wellbeing, educators keenly promote that they to do so through – conversations (formal and informal), parent questionnaires/surveys, interviews, celebrations of learning, reading/sharing children's Learning Folders, newsletters, children's post boxes, parent education etc. There is high level parent involvement on Governing Council/fundraising/ events/learning and curriculum support/input.
- **Families are supported** with various relevant parenting information (parent area), sourced as needed and on 'enrolment' and orientation in any of our site programs (packages). Targeted information is also available as required/needed around DECD support services/community health/dental services etc, Speech and Special Educator support available or sourced explicitly for children/families with identified needs to support parenting and family wellbeing.
- **Transitions** at each transition point across our service and on through to school, families are informed about expectations and of the big and small changes ahead. Educators work with school staff to design fluid transition practices which meet the needs of a particular cohort of children. Currently our transition program runs throughout the year. All additional site programs are held concurrently with 4 Year Old kindy so parents have opportunities to observe older children in our environment. The closeness of our small community and wide children's age range enables sharing/passing of information gradually building an informed picture of 'the next steps'. Educators work with families on a 1:1 basis to answer questions and offer information. Our site flexibility and personalised equitable transitions are appreciated by the community.
- **Access and participation** All children attending our site are currently able to actively access and participate in programs of their choice. Families are invited to participate in these, to contribute their knowledge/ideas and are involved in support programs to enable high levels of inclusion for all.
- **Community engagement** We have links/associations with local community agencies via networks as resources and support – Rendelsham School, other local Early Childhood sites, Learning Together, Millicent Library, Rendelsham Friendship Group, Southend Store,



Key improvements sought for Quality Area 6

Improvement plan

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.2.3 Community Engagement		That engagement in local community widens to ensure our children are less isolated	M	Educators reach out to school and other community services/groups to expand links/connections. Inquiry: How do children improve learning through connections?	Involvement/networks evident with school. More broadly with a range of community groups. Connections are established. Documented evidence of children's wider experience-awareness and noticing of others outside our kindy world. Ease of transition on to school	End 2018	Children's engagement in our local community has been enhanced through our weekly scrub kindy. The L.P.school children joined us in Term 2 planning to continue.. Regular visits to library, L.P. class (reciprocal) two way participation in school events. neighbourhood walks.

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

responsibilities		
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Quality Area 7: Related sections of the National Law and National Regulations

Standard/element	National Law (section) and National Regulations (regulation)	
7.1.2	section 12	Applicant must be fit and proper person (provider approvals)
7.1.2	section 13	Matters to be taken into account in assessing whether a fit and proper person (provider approvals)
7.1.2	section 21	Reassessment of fitness and propriety (provider approvals)
7.1.1	section 31	Condition on service approval—quality improvement plan
7.1.2	section 56	Notice of addition of nominated supervisor
7.1.2	section 56A	Notice of change of a nominated supervisor's name or contact details
7.1.5	section 109	Matters to be taken into account in assessing whether fit and proper person
7.1.2	section 161	Offence to operate education and care service without nominated supervisor
7.1.2	section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
7.1.2	section 162	Offence to operate education and care service unless responsible person is present
7.1.2	section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
7.1.2, 7.1.3	section 163	Offence relating to appointment or engagement of family day care co-ordinators
7.1.2	section 164	Offence relating to assistance to family day care educators
7.1.2, 7.1.3	section 164A	Offence relating to the education and care of children by family day care service
7.1.3	section 165(2)	Offence to inadequately supervise children
7.1.3	section 166	Offence to use inappropriate discipline

National Law (section) and National Regulations (regulation)		
regulation 56	Review and revision of quality improvement plans	
regulation 72	Offences in relation to giving false or misleading statements about ratings	
regulation 73	Educational program	
regulation 77(2-3)	Health, hygiene and safe food practices	
regulation 78(2-3)	Food and beverages	
regulation 79(2-3)	Service providing food and beverages	
regulation 80(2-3)	Weekly menu	
regulation 81(2-3)	Sleep and rest	
regulation 82	Tobacco, drug and alcohol-free environment	
regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	
regulation 84	Awareness of child protection law	es
regulation 85	Incident, injury, trauma and illness policies and procedures	
regulation 86	Notification to parents of incident, injury, trauma and illness	
regulation 87	Incident, injury, trauma and illness record	
regulation 88	Infectious diseases	
regulation 89	First aid kits	
regulation 90	Medical conditions policy	
regulation 92	Medication record	
National Law (section) and National Regulations (regulation)		
regulation 93(3-4)	Administration of medication	
regulation 94(2)	Exception to authorisation requirement—anaphylaxis or asthma emergency	
regulation 95(c)	Procedure for administration of medication	
regulation 97	Emergency and evacuation procedures	
regulation 98	Telephone or other equipment	
regulation 99	Children leaving the education and care service premises	



Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

Governance and Leadership

- **Service philosophy and purpose** Our site Philosophy Statement is reviewed annually by Governing Council welcoming involvement from all families. Stakeholders believe this document guides our operations and reflects the culture of our centre.
- **Management Systems** Management systems are both site and system driven. As a DECD site we are required to meet a range of requirements relating to sound management practice. Annual audits and reports are authenticated externally. Governing Council Meetings are held twice a Term (as per Site Constitution) at these meetings members consider financial/operational/general matters and make decisions in the best interest of all stakeholders to maintain and improve our centre and the programs we offer.
- **Roles and responsibilities** The roles and responsibilities of those involved in governance is discussed and decided at the AGM in Term1. Office bearers (Chair, Secretary and Treasurer and finance officer) signatories, annual fees etc are decided/resolved for the year.
- **Continuous improvement** Educators and Governing Council maintain regular QIP reviews to ensure plans and goals are being achieved. Educators consistently monitor children's individual learning growth and the learning program through critical reflection and review processes, involvement with and reporting back to families.
- **Educational Leadership** The kindy director leads educators in identifying and planning for a high quality service. The educator team works together implementing the program. Daily reflection and review processes, children's learning stories, anecdotal evidence, journal and observations inform planning and educators flexible approach ensures children's interests are responded to and realised within the assessment and planning cycle. Educators listen, observe, question and plan responsive teaching for individuals and the group as a whole.
- **Development of professionals** educators professional development is a high priority. High levels of relevant learning throughout the year are an expectation for educators and ensures they are well informed about current pedagogical practice, research and mandatory requirements. Educators plan to access learning they believe will benefit them for delivering learning improvement for the children. Performance Plans guide educators to improve and grow their learning together - reviewed bi annually with relevant line managers.

